REPORT RESUMES

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THE VISITING TEACHER SERVICE IN MICHIGAN.

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A 200 ITEM VISITING TEACHER (VT) QUESTIONNAIRE WAS DEVELOPED TO GAIN GENERAL KNOWLEDGE ABOUT THE STATUS, EMPHASES, AND PRACTICES OF THE MICHIGAN VISITING TEACHER PROGRAM. THE QUESTIONNAIRE DIVISIONS WERE--(1) BACKGROUND INFORMATION AND GENERAL CHARACTERISTICS OF THE VT PROGRAM IN WHICH TEACHERS WERE ENGAGED, (2) THE NATURE OF VT SERVICE IN THREE OF THE VT'S SCHOOLS, (3) THE APPROPRIATENESS OF CERTAIN PUPIL PROBLEMS FOR VT REFERRAL, AND VT PARTICIPATION IN CERTAIN SCHOOL AND COMMUNITY ACTIVITIES, AND (4) SUGGESTIONS FOR IMPROVEMENT OF THE VT PROGRAM. UPON RECEIVING RESPONSES FROM 263 VISITING TEACHERS, A SECOND QUESTIONNAIRE WAS SENT TO 25 PRINCIPALS, 25 TEACHERS AND 24 DIAGNOSTICIANS SELECTED FROM THE SCHOOL SYSTEMS OF RESPONDING VISITING TEACHERS. RESULTS ARE SUMMARIZED, CONVERTED TO PERCENTAGES, AND INTERPRETED ON A NON-STATISTICAL INSPECTION BASIS. THE CONCLUSIONS INDICATE (1) DISAGREEMENT ABOUT ROLE EXPECTATIONS FOR VISITING TEACHERS AMONG PRINCIPALS, TEACHERS, AND DIAGNOSTICIANS, (2) FEW EFFORTS BY VT'S TO INFLUENCE THE SCHOOL'S ORGANIZATIONAL PATTERN, (3) LITTLE PROVISION OF SPECIFIC CONSULTATIVE SERVICES WHICH MEET THE IDENTIFIED NEEDS OF TEACHERS, AND (4) LITTLE EVIDENCE OF PREVENTATIVE ACTIVITIES BY PRACTITIONERS. A COPY OF THE QUESTIONNAIRE IS APPENDED. PART III OF PROFESSIONAL CHARACTERISTICS AND FUNCTIONS OF SELECTED MIDWESTERN PUPIL PERSONNEL WORKERS, INTERPROFESSIONAL RESEARCH COMMISSION ON PUPIL PERSONNEL SERVICES, RESEARCH REPORT 1. (PS)

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REPORT 1

INTERPROFESSIONAL
RESEARCH
COMMISSION
ON
PUPIL
PERSONNEL
SERVICES

MIDWEST RESEARCH
CENTER

PROFESSIONAL CHARACTERISTICS AND FUNCTIONS OF SELECTED MIDWESTERN PUPIL PERSONNEL WORKERS

CG 000 777

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Report 1

IRCOPPS MIDWEST RESEARCH CENTER
FOR PUPIL PERSONNEL SERVICE

PROFESSIONAL CHARACTERISTICS AND FUNCTIONS OF SELECTED MIDWESTERN PUPIL PERSONNEL WORKERS

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THE UNIVERSITY OF MICHIGAN
1967

MIDWEST RESEARCH CENTER FOR PUPIL PERSONNEL SERVICE

June 1967

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PREFACE

This report is the first in a series of research monographs produced by the IRCOPPS Midwest Research Center, which was established in the fall of 1963 with the assistance of NIMH Research Funds.

Activities of the Center were directed toward a number of basic problems ranging from an analysis of pupil personnel workers, their characteristics, and their training; and, finally, toward studies of differential diagnosis and methods of problem prevention. The present report[1] deals with the first of these. Subsequent reports in this series deal with other of our activities.

A comprehensive overview of all facets of Center operations, with synopses of the various technical reports in the monograph series, may be found in our 1967 Summary Status Report.

Information regarding other activities of the Interprofessional Research Commission on Pupil Personnel Services may be had by writing IRCOPPS, The University of Maryland, College Park, Maryland.

James A Dunn

James A. Dunn
Director

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[1] Research supported under NIMH Grant #01428.

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PART III

SCHOOL SOCIAL WORK

THE VISITING TEACHER SERVICE IN MICHIGAN

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THE VISITING TEACHER SERVICE IN MICHIGAN

In 1964 the Michigan Visiting Teachers[1] Association Research Committee[2] requested IRCOPPS assistance in obtaining a description of the status of the Michigan Visiting Teacher Program. Frank Maple, a staff member of the IRCOPPS Midwest Center accepted the responsibility and drew up a questionnaire which was then refined with the help and advice of the research committee, members of the Center staff, and a small pilot study group of visiting teachers. The final questionnaire was then mailed to 378 visiting teachers in the state program in January, 1965.

The study was an attempt to gain a general knowledge of the status, emphases and practices of the Michigan program. It was not intended to produce "hard" data for strict statistical analysis.

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[1] In Michigan School Social Workers were called Visiting Teachers until legislation changed the name in 1966.

[2] The committee was composed of: Miss Lillian Greenwald, Chairman; Miss Esther Belcher, State Cousultant and an IRCOPPS staff member; Ralph Hartshorn; Richard O. Dailey; Shirley Hupert; Ruth Martell.

The study was directed at investigating how the Visiting Teacher Program was viewed by visiting teachers, school administrators, teachers, and school diagnosticians[3] in the twentieth year of its operation.

METHOD

Sample

Questionnaires were sent to 387 state approved visiting teachers (employed in 133 school districts), to 25 principals, 25 teachers, and 25 diagnosticians. The latter sets of subjects were drawn at random from the school systems where visiting teachers responded to the questionnaire.

Superintendents of the random sample were contacted for permission for the involvement of one principal, one teacher and one diagnostician. The superintendent was asked to identify a principal whom he felt to be knowledgeable about the VT program. The superintendent then notified the selected principal regarding his approval of the study.

Two questionnaires were then mailed to the selected principal who then completed one and selected a teacher in the building to complete the second one. The teacher selected was deemed, by the principal, to be familiar with the program.

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[3] School psychological examiners.

A diagnostician serving this building was contacted and asked to fill out the questionnaire.

The number of visiting teacher returns was 263, while 25 principals, 23 teachers and 24 diagnosticians responded.

Instrumentation

The visiting teacher questionnaire consisted of 200 multiple choice and essay questions divided into four sections. The first section covered the background information and the general characteristics of the VT program in which they were engaged. The second section consisted of 31 questions repeated three times in order to obtain information on the nature of VT service in three of the schools served by each VT. The third consisted of 14 items related to the appropriateness of certain types of pupil problems for VT referral and 32 items related to the VT's participation in certain school and community activities. The fourth section consisted of essay questions designed to elicit information regarding suggestions for improvement of the VT program.

A copy of the instrument is included as an appendix.

In the questionnaire to the non-VT sample, subjects were asked to indicate whether they felt that VT should be involved in certain types of activities.

Analysis

Results were summarized, converted to percentages and interpreted on a non-statistical inspection basis.

RESULTS - OBJECTIVE QUESTIONS

Characteristics of Schools Served

The schools represented by the sample tended to be elementary schools (72%) and to serve between 300 and 1,000 pupils (73%). Forty-seven percent of the schools were identified as suburban, 30% were urban and 16% rural. Approximately 60% of the schools served children whose parents were thought to be in the "blue collar" category, 30% in the "white collar" category and 4% in the "farm" level of socio-economic status.

Visiting Teacher Experience

Forty-seven percent of the VT subjects had 3 years or less experience, 38% had 4-10 years experience, and 15% have had over 11 years experience. Reference to Table 1 will show that within these categories, the male to female ratio is consistent with that of the overall sample up through the 10 year experience level. A breakdown of age ranges, however, indicates that those presently entering visiting teacher work, on the average, are entering at a younger age.

Nearly 50% of those responding have been in their present school district 3 years or less; another 40% had been in their present district from 4 to 10 years; only 10% had been there 11 years or more.

TABLE 1

Distribution of Years of Experience as School Visiting Teacher (By Age and Sex)

By Sex	Years of Experience as VT		
	0 - 3	4 - 10	11 or more
Male	26%	24%	11%
Female	74	76	89
By Age			
Under 30	14%	2%	-%
30 - 39	46	29	-
40 - 49	26	26	-
50 - 59	14	39	50
60 and over	-	4	22

Educational Background of VT's.

There are apparent differences in the educational backgrounds of experienced visiting teachers and those who have only recently entered the field. One trend suggests a shift in undergraduate major from Education to Social Science. There was also a very slight shift in graduate major from a Masters in Education to a Masters of Social Work Degree.

TABLE 2

Distribution of Undergraduate and Graduate Majors for School Visiting Teachers

	Years of Experience as VT		
Undergraduate Major *	0 - 3	4 - 10	11 or more
Undergraduate Major *			
Education	59%	56%	72% **
Sociology	19	26	19
Psychology	9	10	11
English	13	25	11
Social Science: History, Political Science, Economics, Anthropology	25	26	11
Natural Science	12	4	6
Mathematics	4	4	6
Other	15	13	17
Graduate Major *			
M.A. in Education	51%	57%	61%
M.S.W.	32	30	25
1 year School of Education	10	12	4
1 year School of Social Work	20	23	25
Less than 1 year	1	2	-
Other	12	17	19

* More than one response was possible in these categories

** This figure means that 72% of the school visiting teachers with 11 or more years of experience had an undergraduate major in Education.

Professional Employment Background

The major professional employment background is that of the classroom teacher. There was a decline in the percentage of school visiting teachers coming into the field from administration.

TABLE 3

Distribution of Professional Employment History Of School Visiting Teachers *

Professional Employment History *	Years of Experience as VT		
	0 - 3	4 - 10	11 or more
Classroom teacher	75%	80%	81%
Counselor	8	12	17
Administrator	9	9	22
Other special service role	5	11	3
Clinical experience	16	16	19
Correctional experience	8	5	8
Other professional experience	31	40	39
Recreational	16	17	17
Other	17	14	17

* More than one response was possible in these categories.

Commonality of Practice

A major part of the questionnaire focused on variations in practice from one building to another or from elementary to secondary level. VT's were asked identical questions regarding their practice procedures in each school. The results indicated that 96% to 99% of the visiting teachers used highly consistent procedures regarding:

a. time allocated to serving pupils directly, consulting with teachers, contacting non-school personnel -- such as parents, outside agencies, and lay persons;

b. referral procedures; and

c. interaction with faculty in the building.

The high consistency of response may be modified somewhat if one considers the possibility of respondents' not being able to effectively utilize the specific questions on the questionnaire to identify the individual nuances of their work from one building to another.

a. Time Allocations

Visiting teacher programs apparently follow the pattern established by the State formula of one worker for every 2,500 pupils. This is evident in the data on size of staff and distribution of service.

For the categories in Table 5, visiting teachers were asked to identify a typical week in February, 1965, as representative of their activities. As may be noted from the table, the degree of commonality is high. At least 75% of the responses are consistently in one category.

TABLE 4

Size of Staff and Distribution of Service

Pupil Membership	% of Districts
Less than 3,000	3 %
3,000 - 12,000	42
Over 12,000	49
Number of VT's	
Less than 3	50 %
4 - 7	26
8 or more	23
Buildings Served on Regular Basis	
1 - 2	2 %
3 - 4	41
5 or more	56

TABLE 5

Number of Hours Per Week Available for a Single School Building in VT's Itinerary and Functions

Time in Each Building	% responses
1/2 day or less	43 %
1 day	41
1 1/2 - 3 days	8
Full time	-

TABLE 5 (cont.)

Task	Number of Hours per Week in One School Building		
	less than 2	2 - 8	over 8
Hours in building	4 %	75 %	17 %
Functions Performed:			
Direct service to pupils	15 %	77 %	4 %
Consultation with all staff members re: pupil on caseload	75	24	-
Consultation regarding pupil not on caseload	94	5	-
Contact with non-school personnel	80	18	-
Planning and preparation	88	9	-

b. Referral Procedures

79% of the visiting teachers responded that, by spring vacation of the 1964-65 school year, they had received less than 4 referrals from the principal directly, from school staff other than teachers or principals, or from sources outside the school. Seventy-four percent of the visiting teachers had received more than four referrals from teachers that were processed through the principal.

TABLE 6

Referral Procedures

Source of Referrals	Number of Referrals		
	0 - 3	4 - 15	over 15
Directly from principal	79 %	14 %	- %
From teacher through principal	19	65	10
From other school personnel	78	8	2
Outside of school	82	9	-
Referrals to outside agencies	57 %	37 %	1 %

c. Interaction with Building Faculty

One measure of the integration of visiting teachers with school staffs is the consistency of visiting teacher attendance at school staff meetings. Fewer than 10 percent of the subjects responding attended as many as half of the staff meetings, as indicated in Table 7. (Response was based on the first seven months of the 1964-65 school year.)

Table 5 indicates that at least 75 percent of the VT's are providing less than two hours per week of consultation, regarding either pupils or their caseloads or pupils in general.

The five most common areas of agreement in teacher-VT consultation are:

1. Provide relevant information about pupils;
2. Obtain information about pupil's problematic behavior in the classroom;
3. Relate recent behaviors to past behavior of pupil;
4. Point out positive aspects of a pupil's behavior both in the classroom and in other situations;
5. Interpret meanings of a pupil's behavior.

There were three functions that the visiting teacher saw as being filled through consultation, but which the tea teacher felt was not being fulfilled:

1. Help teachers develop techniques for setting limits on pupil's classroom behavior;

2. Help teachers with techniques for developing better relationships with pupils;
3. Suggest ways to support the pupil's attempts to help himself.

It is interesting that teachers responded that the VT should be providing consultation in each of these areas, but was not, while the VT felt they actually were providing such consultation.

There were four functions which both VTs and teachers felt were not being met through consultation, and for which the teachers expressed a real need:

1. Seek information regarding learning methods from teacher to be utilized in helping pupils;
2. Assist teacher in planning appropriate educational tasks.

TABLE 7

Number of Meetings Attended by Visiting Teachers

Staff Function	Number of Meetings Attended		
	less than 1/5	1/4 to 1/2	more than 1/2
Percentage of staff meetings attended	89 %	7 %	1 %
Percentage of PT meetings attended	90	5	1
Percentage of meetings on curriculum or school operating procedures attended	91	5	2

TABLE 8

Percent of "Do" Responses to Social Work Functions Relating to Referral to VT as a First Step

Client Characteristics	Percent Responses			
	VT	T	P	SD
1. A child is aggressive to his peers, defiant of the teacher, and antagonistic of adults generally.	85	47	82	67
2. A child is often absent from school without a sufficient reason.	25	12	5	7
3. A child appears depressed, withdrawn, anxious and fearful.	73	71	68	73
4. A child sees, hears and talks to persons and objects which are not real.	86	71	77	87
5. A child steals and/or destroys school property.	68	41	32	53
6. A child fails to perform academically up to his known capacity.	58	35	23	7
7. A child appears to be intellectually dull.	12	6	9	-
8. A generally well-behaved child has a series of temper tantrums.	51	35	64	27
9. A child is habitually dirty, unkempt, and poorly dressed.	21	24	14	13
10. A child mispronounces ordinary words and sounds.	-	-	-	-
11. A child is very poorly coordinated for his age.	8	-	-	-
12. A child cannot keep up with classmates in reading.	18	-	5	-
13. A child stutters.	8	18	9	-
14. A child loses his self-control in a classroom and his physical acting out cannot be controlled by the teacher.	80	71	73	80

Another measure of the level of understanding between VTs and other faculty members is their perception of the type of problem which should be referred to the visiting teacher. Table 8 presents the way the VT and each staff member views the actual operation of the visiting teacher. High percentages indicate that the problem described actually was referred, while the low percentages indicate that such a problem was not referred. Only two characteristics reflect agreement about taking action, while five characteristics were responded to with considerable uniformity.

Visiting Teacher's Image in the School

Autonomy

Table 9 indicates the degree of autonomy which the visiting teacher exercises within the school structure, as viewed from his own standpoint and from that of the school staff members.

TABLE 9

School Staff and School Visiting Teacher View of Visiting Teachers' Autonomy

Degree of Autonomy	VT	Principal	Diagnostician	Teacher
High	88%	86%	93%	88%
Low	11	14	7	6

Itinerant Nature of VT Operation

Another aspect of the VT's image involves his role as an itinerant; his role is reflected both in his attendance at staff meetings, as mentioned earlier, and in his own perception of his nature as an itinerant. In answer to the question, "Which of the following categories below describes how you feel visiting teachers in your school district are viewed by teachers or administrators," the response by VTs, principals, diagnosticians, and teachers pictured him as an "itinerant worker moving from building to building" in nearly 50% of the responses. (48% of the VTs; 50% of the principals; 67% of the diagnosticians; 59% of the teachers.)

Acceptance

Table 10 represents the specific findings on the question of VT acceptance as a school staff member.

TABLE 10

Acceptance of VT as School Staff Member

Difficulty in achieving acceptance of VT as staff member	VT	Principal	Diagnostician	Teacher
High	4%	5%	13%	12%
Medium	20	22	47	23
Low	75	73	40	65

Variability of Role Expectations

The following tables illustrate the broad differences among respondents in their perceptions of VT's roles.

TABLE 11

Percent of "DO" Responses Relating to the VT Participating in the Following Acts:

Functions	% Responding "DO"			
	VT	T	P	SD
Formulation of school policies with school officials (not teachers) regarding rules, regulations, curriculum and extra-curricular offerings.	2%	-	5%	7%
Case conferences and meetings on a particular pupil and/or his family (including siblings) with a group of agency personnel.	32	29	23	47
Case conferences and meetings on a particular pupil and/or his family (including siblings) with a group of teachers.	37	29	19	53
Group discussions with teachers regarding general classroom management.	8	6	9	-
Consultation with relevant persons in crisis situations regarding a particular student.	18	76	73	60

VTs were not generally viewed as participating very often in conferences and in consultations with others. It is notable, however, that in 3 of the 5 areas mentioned, at least 14% more of the diagnosticians saw the VT as participating in such situations than the VTs themselves said they did. Perhaps the school diagnosticians' responses were influenced by what they thought the VT should be doing, and did not reflect what the VT actually did.

TABLE 12

<u>Percent of Responses on What Acts VTs Do Normally Carry Out and What Acts They Should Normally Carry Out</u>

Functions	% Responding Do/Should			
	VT	T	P	SD
Change pupil values	17%	65%/94%	55%/91%	40%/79%
Change pupil's self-perception as a student	79	94/94	82/86	60/93
Change pupil's role or actions as a family member	42	65/94	41/95	27/80
Assist the pupil with daily schedule outside school	13	24/59	18/64	13/60
Influence friendships of pupil	9	25/65	41/55	7/73
Help pupil change his attitude toward a teacher or situation	72	94/94	86/86	67/100

TABLE 12 - continued

Functions	% Responding Do/Should			
	VT	T	P	SD
Interpret school rules to pupil	48	47/59	55/73	47/40
Assist pupil in understanding how to complete specific educational tasks successfully	17	18/53	32/50	7/53
Assist pupil in identifying appropriate added assistance	45	35/88	41/91	27/100
Motivate pupil to seek additional assistance	52	47/94	41/77	27/100
Help pupil sustain relationship with other assisting person(s)	39	76/88	68/91	33/100
Help pupil establish contact with someone who can assist	41	29/88	45/91	40/93
Help pupil apply other assistance to problematic areas	27	59/76	64/91	33/93
Plan staged experiences for pupil to assist in transition from one environment to another	21	12/47	27/77	7/53
Help teachers develop techniques for setting limits on pupil's classroom behavior	57	18/71	55/86	53/80
Help teachers with techniques for developing better relationships with pupils	59	24/76	55/86	47/87
Provide relevant information about pupils	88	71/94	86/100	53/100
Obtain information about pupil's problematic bahavior in classroom	95	88/94	82/100	93/100
Relate recent behaviors to past behavior of pupil	70	82/100	77/95	53/87
Point our positive aspects of pupil's behavior in other situations	83	76/100	73/100	67/93

TABLE 12 - continued

Functions	% Responding Do/Should			
	VT	T	P	SD
Point out positive aspects of pupil's behavior in classroom	75	53/94	55/91	87/93
Suggest different uses of rewards and punishments	48	35/88	50/86	60/73
Interpret meaning of a pupil's behavior	79	88/94	77/91	67/93
Seek information regarding learning methods from teacher to utilize in helping pupil	29	29/94	55/91	20/67
Assist teacher in planning appropriate educational tasks	27	-/82	36/68	20/33
Suggests ways the teacher can help decrease pupil's dependence on VT	21	12/88	36/100	27/100
Suggest ways to support pupil's attempts to help himself	82	41/88	59/100	67/93

NOTE: There were no "Should" responses requested from VTs.

RESULTS - ESSAY QUESTIONS

One section of the questionnaire was in essay form. This was designed to elicit suggestions from the respondents concerning the problems with the present VT programs and possibilities for improving them. Following is a summary of the comments elicited by this section of the questionnaire.

Essay Question - Difficulties of VT Work

> What do you feel is the most difficult and least satisfying aspect of visiting teacher work ?

The area mentioned most frequently by all three types of respondents (teachers, principals, and school diagnosticians) was: Lack of co-operation and communication with relevant persons and agencies needed to facilitate understanding of the VT role. Some examples of the difficulties noted by VTs were:

Co-operation.

1. Trying to help children whose parents are not able or not willing to co-operate with the teacher and child;
2. changing parental attitudes about their children and their relation to the school and society;
3. educating teachers to a realistic time period necessary for change in child. (This is true especially in view of the co-operation needed in the home in order to help the child);
4. gaining co-operation of teachers with VT;
5. gaining the required aid and co-operation of outside professional help which is usually either unavailable or available only after long waiting periods;

Communication.

6. communicating with teachers, home, and child about VT work;
7. gaining more time to discuss with the teacher the students who need her help;
8. gaining closer communication between educators and VTs;
9. finding time for proper communication with overloaded classes, teachers with full schedules, poses a real problem;

Understanding.

10. educating the classroom teacher to the help which the VT can give;

11. educating teachers to the need of knowing visiting teachers better and calling on them early when needed.

Both the principals and diagnosticians felt that the VT's job was made difficult and unsatisfying by the types of cases with which the VT deals. A comment illustrating this concern about problem cases was:

> I feel it would be quite frustrating to deal primarily with problem youngsters. Our load is quite high and so the only cases she receives are those with problems.

Principals and teachers felt innovations were needed to deal with problems such as lack of time, inadequate numbers of VTs, and inadequate working facilities.

Essay Questions - Innovation (Within Building)

> What innovations do you feel the VT service in your building should introduce? (How would you improve the service?)
>
> What is the major reason that you feel that these innovations are necessary?

Increase the VT service (principals, teachers, diagnosticians).

1. I would like to have our VT handle about 3 times the number of children she is now able to handle. REASON: Many children need help who cannot see her because of heavy case load.

2. I am very pleased with the service as it is but we need a VT more than one morning a week.
REASON: Our school is in a district that has many ADC wards, only one parent, foster home children. They need someone who can be available at almost any time.

Increase of consultation time with school personnel (principals, teachers, diagnosticians).

1. The child's classroom teacher should be consulted at intervals.
REASON: The VT becomes more interested in filling out case studies than in giving the teacher any real help.

2. Perhaps at the beginning of the year, the VT should offer some sort of workshop for new teachers to the school system and the building. Frequent conferences with the staff several times yearly to keep teachers informed on the latest in VT developments.
REASON: Would give the teacher background, historical and procedural information. It should make the teacher-VT relationship smoother.

3. Meet with teachers. Have a set time in each building to discuss children with teachers.
REASON: Teachers need suggestions in working with children with problems.

Changing the working conditions of the VT (teachers and diagnosticians).

1. A move which would place the VT within the Special Education office rather than the Pupil Personnel office.
REASON: It would stop duplication of effort and allow for greater communication between diagnostician and VT.

2. I would put the services of a VT in each school and also have a special room which would be used only by the VT.
REASON: This would allow a closer relationship between the VT and teacher. I feel this is a very vecessary step to allow an even and relaxed discussion between the VT and his classroom teacher.

REASON: This would allow a closer relationship between the VT and teacher. I feel this is a very necessary step to allow an even and relaxed discussion between the VT and the classroom teacher.

Changes in the type of work the VT does (principals and teachers).

1. I would like to see the VT pay more attention to pre-schoolers and kindergarten children.
   REASON: Since most problems exist when the child first enters school, the VT's assistance should be offered at the time when both parents and child are most receptive.

2. I would like to see the VT have more time for less serious short term problems.
   REASON: I feel the major difficulties could be prevented if the minor ones were met in the early stages.

3. New methods of working with the "hardened" emotionally disturbed child.
   REASON: Often no one is really working with the "hardened" types.

Essay Question - Innovation (of Overall Program)

One portion of the essay question was designed to elicit VT's suggestions for improving their own programs. Some representative suggestions were:

Concerning training.

1. More emphasis on Masters in Social Work; less emphasis on Education requirements.

2. Increased state supervision and consultation of counseling and guidance services.

Concerning professional role.

1. More research and evaluation regarding school social work so as to improve it.
2. Better interpretation and explanation of visiting teacher's role to administrators, policy makers, teachers and community.
3. More visiting teacher involvement in school programming and activities.

Concerning working conditions.

1. More consultant services (psychological, psychiatric).
2. More visiting teachers.
3. Less student enrollment than 2,500 per visiting teacher.
4. Better office facilities (space, privacy, equipment).

CONCLUSIONS

The data were analyzed to identify both the general implications of the survey, and to point out several major issues in visiting teacher practice. The major themes evident from the data are:

1. A high conformity of practice.
    a. by same individual over buildings covered;
    b. from individual to individual
2. Disagreement regarding role expectations for visiting teachers as viewed by principals, teachers, and school diagnosticians.
3. Little evidence of effort on the part of practitioners to influence the school's organizational pattern.
4. Little evidence of provision of specific consultative services which meet the identified needs of teachers.
5. Little evidence of preventative activities by practitioners.

Conformity of Practice

The most prevalent finding was that VT's did not vary their service procedures from building to building, nor did their services vary from individual to individual to any great degree.

In particular, Tables 5, 6, and 7 indicate that VT's consistently used the same procedures regarding:

1. Direct service to clients - This includes service to pupils, teachers, and parents, which service, it may be seen, is focused

on the pupil himself to a heavy extent; consultation with teachers and parents remains secondary.

2. Referral practices - Referrals are seldom initiated by the worker.

3. Attendance at staff meetings - Less than one-fifth of the responses indicate involvement with staff meetings within the school structure (faculty meetings, PTA meetings).

Direct Service to Clientele. A summary of data reveals that the Michigan Visiting Teacher provided direct service to a large variety of clients in elementary schools, with the majority of service time focused in direct therapeutic efforts to pupils. This model seems to be the major model identified in the study. For example, about half the VT's total work time was spent in direct service to pupils (Table 5). It is interesting to note that there is no model in which the majority of the individual's time was spent in consultation to teachers or parents, or outside lay agencies--although all categories of respondents identified this technique as a vital need (Table 12).

Direct service may be limited by the highly uniform scheduling of effort (See Tables 4 and 5). Visiting teachers follow a routine of approximately one day a week in each of five school buildings. This day is provided on a rotating basis, covering all the schools once a week for the entire school year. This time allocation was arrived at through several steps. First, program directors utilized the ratio of one worker per 2500 pupils as the guideline for assigning workers to four or five buildings. The VT then took the number of buildings to which they were assigned, divided the number by the number of days of the week of service available, and came up with the pattern of one day or less a week per building.

Service based on needs did not, as indicated by the questionnaire, produce variations in the work schedule. If, for example, intensive service was needed to meet immediate pressing problems recurring daily in a particular school, one school could be served intensively for two months and then another school would follow. Other alternatives--such as taking two schools and working with them for a three-month period, then two more schools for a three-month period, and then one school for the final three months, with service being maintained to schools previously served--were not reported. Apparently, there is a lack of variation of schedule to meet need.

Referral Processes. The data also points to a highly consistent pattern of referral processes. These processes seem rarely to be initiated by the worker. In fact some VT's did suggest more active participation in case selection as a way of improving the service.

Table 6 indicates that most referrals were initiated by teachers and principals; whether teacher referral infers teacher involvement in the on-going case cannot be determined. No mention was made of self-referrals and very few references to referrals from parents were indicated.

Staff Meeting Attendance. An interesting corollary might be inferred from the fact that staff meeting attendance was only 20%. Since informal norms of the school are exercised within these staff meetings, and formal norms are emphasized, low attendance at staff meetings could mean that the visiting teacher has less of an opportunity to be absorbed into the formal structure of the school or into the informal norms surrounding the school; communication between the school and the VT would, therefore, lack common bond.

If the VT is not absorbed into the formal and informal structure of the school, he is guided by the formal structure of his own environment, and informal norms--separate from those of the teacher--continue a structure which, at best, can only parallel that of the teacher's environment.

Specifically, this possibility of a communication break enforces the need to provide measures whereby appropriate pupil personnel service workers may become acquainted with the teachers' and parents' environment; an outside appreciation of the teachers' and parents' difficulty will not give the same perspective as an inside measure of actual classroom environment. Such measures that the VT might take would facilitate client involvement in the consultation processes.

Possible Conformity of Practice Resulting from Factors Influencing the Working Model

The three factors that could restrict flexibility of the working model actually have little effect; these factors are:

1. the school setting,
2. the state legislative and administrative guidelines, and
3. professional sanctions.

Few explicit restrictions are placed upon visiting teacher practice from the school system in which the visiting teacher operates or from the State Department of Public Instruction, these being the two major sanctioning sources. Additionally, professional sanctions are minimal.

Possible School Setting Restrictions. The worker's "internal" freedom in the school system can be characterized by the data from Table 9 which indicates that:

> At least 85% of the visiting teachers, principals, and diagnosticians and teachers felt that the visiting teachers enjoyed a high degree of autonomy regarding his activities in the building.

In addition, VT's received little supervision of any direct nature regarding their own specific methods of practice, and they were administratively responsible to a wide variety of persons. The data from the study identified twenty-three different titles for persons to whom the visiting teachers were directly responsible.

Possible Legislative and Administrative Guidelines. The second source of sanctioning for service involves the collective direction represented by the enabling legislation and the rules and regulations developed by the State Department of Public Instruction as briefly cited in the Introduction. These guidelines do not specifically dictate the worker's use of time, the focus of service, the referral process, evaluation procedures and many other areas which could be addressed. They do identify the method utilized and provide a classification for cases based on the worker's approach. Thus cases were labeled as intensive, supportive, consultative or cooperative, based upon what the worker was doing with the client.

Possible Professional Restrictions. Professional restrictions cannot be said to cause the uniformity of the working model. Visiting teachers have been faced with the dilemma of attempting to function in a professional role when there is not a consistent professional identity. Workers were not required to complete a degree in social work, but a teacher's certificate was required. Thus, most practitioners had one foot still in education and a tentative foot in social work. In this situation, persons may not have seen themselves as social workers and, therefore, did not identify with the professional role. This may have left practitioners adrift of professional guidelines.

Summary of Restrictions and Guidelines. In view of the above three sources of possible restrictions, we cannot adopt the conclusion that one might ordinarily assume--namely, that the high conformity of practice may be attributed to sanctioning sources. Instead. it may be seen that informal norms of practice have been developed within the VT structure and communicated from program to program to bring about high conformity. Naturally, the sources of such norms are multiple.

Possible Variations of VT Work Based Upon Social Work Literature. To pin point the unusual aspects of this uniform model, let us look at social workers as the literature pictures them in action in other settings.

1. The social worker may legitimately participate in social action for the benefit of society or for a group of clients;
    a. Call groups together in order to fulfill most adequately his services to the client,

   b. Participate in community education programs to prevent conditions which would cause individuals to need help or become clients,

2. The social worker may provide consultation to other professionals, using the skill and knowledge particular to his profession.

In addition to these highly sanctioned social work activities, a brochure published by the National Association of Social Workers regarding visiting teacher programs lists--in addition to direct service--additional activities considered legitimate in visiting teacher practice;

3. Planning with teacher to implement programs for the child's benefit,

4. Work with community agencies,

5. Consultation to principals, teachers, and other school personnel regarding general welfare of pupils,

6. Action as resource persons to school and parent groups,

7. Action as resource person in the community,

8. Participation in curriculum planning and other committees in the school.

Activities not listed in any official literature--or enacted through legislation--but often carried out on an informal basis, probably would not be indicated on the questionnaire as they are not officially an integral part of the profession. These supportive tasks may or may not be carried out depending upon a number of variables:

1. Meaning of the tasks to the client,

2. The nature of the task,
3. The availability of appropriate resources,
4. The people to whom the task can be delegated

Disagreement Regarding Role Expectations

The degree of conflict regarding expectation for VT functioning can be represented by a continuum from mild disagreement between principals and VT's to severe conflict between school diagnosticians and visiting teachers. This disagreement is illustrated in Tables 11 and 12, which compare responses given by teachers, principals, diagnosticians and visiting teachers.

Of the 27 functions identified in Table 12 there were 24 which the teachers, principals and psychometrists agreed should be a more normal part of the VT's role than was actually the case. In 13 of the categories, all respondents showed at least 25% difference between their "do" responses and their "should" responses. This is almost half of the total functions. It is interesting, furthermore, that the school psychologists tended to be the ones who most often felt he was doing it. They seemed to have the least favorable opinion of the VT's performance, while at the same time having the highest aspirations for him.

None of the teachers felt that VTs normally assisted them in planning appropriate educational tasks for their pupils. Approximately 27% of the VTs, principals and school psychometrists felt this was being done, but the fact that teachers did not agree that they were receiving this kind of assistance is a serious inconsistency. Either the teachers and the other personnel were interpreting the VT's functions differently, or the VT's efforts were "behind the scenes" and not visible to staff members.

There were only two functions which the teachers and principals were satisfied the VT was doing as much as he should. These were:

1. changing the pupil's self-perception as a student, and
2. helping the pupil change his attitude toward a teacher or situation.

For both of these, the psychometrists did not feel the function was as normal a part of the VT's work as it should be, since the difference between their "do" and "should" responses was 33%. It was only in two categories, out of 27, that the VT was performing up to the expectations which the teacher and principal had for him.

The school psychometrists felt that the VT should not be interpreting school rules to the pupils as much as they were doing. This was the only function for which the "should" responses was lower than the "do" responses, although the difference of 7% is not highly significant. About half the respondents in each category felt that this is something the VT normally does, but the teachers and principals disagreed with the psychometrists, with 59% of the teachers and 73% of the principals saying it should be a normal part of the VT's work.

The wide discrepancies among the respondents indicates some need for the clarification of the VT's role to the other personnel in the school. It may be that their expectations for the VT are unrealistic in many areas. It is also possible, however, that the VT should re-orient himself to perform some of the functions that the others see as a normal part of his role. These findings again raise the question of connecting service to needs, through addition of time where staff personnel identify needs and deleting some other functions.

Visiting Teacher - School Organization Interaction Patterns

There is evidence in the study of a definite lack of interaction between organizational structure and VT functions. This lack is apparently non-operational in both directions. That is, while the data indicates that the school does not influence the style of VT practice, it also becomes evident that the visiting teacher does not attempt to interact with the organizational processes of the school itself, or to influence it in any significant way.

The lack of interaction with the school as an organization is clearly evident in the data related to attendance at various types of staff activities. Table 7 provides a view of visiting teacher's attendance at three types of meetings through the first seven months of the 1964-65 school year.

Obviously the visiting teachers do not perceive themselves as regular staff members of a particular school building. This evidence is further supported by the fact that 48% of the VTs felt they were perceived by teachers and administrators to be itinerant workers moving from building to building. It seems, however, that despite this tendency for VTs to be viewed as roving itinerants, they actually experience little difficulty in achieving acceptance as a staff member. Table 10 indicates that school diagnosticians tended to feel that the VT had considerably more difficulty achieving such acceptance than did the other respondents.

It seems, in general, that the visiting teacher is accepted as a staff member, but is not involved in staff activities.

The data in Table 12 also support the position that workers did not attempt to alter specific school processes in any significant way. For example, four items were identified as not frequently performed by VTs and could, if performed regularly, have some effect on school processes:

1. Plan staged transitional experiences from one educational level to another.
2. Help teachers develop techniques to set limits on classroom behavior.
3. Suggest different uses of rewards and punishment.
4. Assist teachers in planning educational tasks.

The lack of interaction between VTs and staff was also pictured in Table 8. Since an outcome of "low interaction" would be "low understanding" teachers identified three types of behavior as appropriate reasons for referral to the VT as the first step, while a majority of VTs identified seven. The differences of opinion regarding academic performance, stealing and temper tantrums certainly lead one to wonder about the clarity of the VT's services.

Consultative Services and Teachers' Needs

The Research Committee felt that respondents in the study were requesting more specific assistance in solving the problems of pupils in the classroom, and that visiting teachers must give more recognition to resolving the problems of educational planning and classroom management. These services could be provided, at least in part, through consultation.

Preventive Activities

Preventive efforts by visiting teachers were minimal. Table 12 clearly identifies that seven possible preventive activities were carried out only to a very limited extent by visiting teachers. In fact, there is only one item (interprets school rules to pupils) which more than 50% of any category of respondents agreed was carried out as a normal part of the VT's role. The preventive activities that generally were not carried out are listed below:

1. Assist pupil with daily schedule outside school.
2. Influence friendships of pupils.
3. Interpret school rules to pupils.
4. Assist pupils in understanding how to complete specific educational tasks successfully.
5. Plan staged experiences for pupil to assist in transition from one environment to another.
6. Suggest different uses of rewards and punish ments.
7. Assist teachers in planning appropriate educational tasks for pupils.

Implications for Future Procedures

It is time to question the direct pupil-service focus of school VT work. It was accepted by the respondents in the present study that pupils can be served through working with teachers. Teacher, principals and diagnosticians, however, felt that visiting teachers were not giving assistance to teachers in classroom management and that such help was wanted. Thus, teachers actually identified themselves as potential users of VT service, but service was provided almost exclusively to children.

VT goals certainly support assisting teachers, if the primary purpose of the school social work service is a contribution to the education of children. In many situations, workers' assistance to the teacher must, in effect, change the teacher's mode of functioning, or the education of the pupils will not be enhanced.

We must recognize that direct service to pupils may simply protect middle class structures from violation by "cooling down" the classroom agitator. To determine if this is part of what is being done now, we need to know the characteristics of the clientele now being served by visiting teachers. In addition, we must determine the characteristics of those pupils experiencing difficulty in school who are not receiving service. Table 8 provides some identifying data on client characteristics.

Practitioners identified the following clients as appropriate for referral to the visiting teacher:

1. Children who are aggressive, defiant and antagonistic;
2. Children who are depressed, withdrawn and anxious;
3. Children who are relating to imaginary objects;
4. Children who are acting out beyond the control of the teacher.

The following types of pupils are identified by other respondents as needing the VT's service, but not receiving these services according to the visiting teacher:

1. Children whose values are maladaptive;
2. Children who are not functioning effectively as a family member;
3. Children who are experiencing problems in their peer relationships;
4. Children who need to be directed to additional sources of assistance.

These characteristics do not tell us whether the focus of service includes clients with the following characteristics: deprivation (social, economic, emotional and physical); lack of knowledge and lack of access to economic and social resources; inadequate family resources; the culturally different; physical problems; alienation; interpersonal and intrapersonal conflicts.

Once we have identified the problems and assigned priorities, we must determine the characteristics of the total malperforming pupil population which bear on decisions regarding, for example, group versus individual service. Even the context for service must be examined, since both the pupil and the teacher may be more effectively serviced right in the classroom rather than outside it. Effective practice strategies will only evolve when we explicitly spell out the worker's involvement in such areas as: giving knowledge, demonstrating effective ways of achieving, acting as a model for communication and reality testing. These areas relate both to working with the pupil and with the teacher. Additionally we must develop intake procedures which would make the service more effective. We can reach out to more pupils in order to find clients who can utilize the service more effectively with service focused on areas of functioning in which changes can be produced more readily. In a sense the issue here is: What are the limitations of various practice strategies, and how do these influence client selection?

Finally, we must determine the extent the worker should be involved in environmental change and management? Many suggestions were made by all categories of respondents in the study encouraging the visiting teacher to be more involved in school planning and in work with parents. However, the data showed little actual involvement of the VT in either of these crucial areas.

Editor's Note: From the very outset the Michigan Visiting Teacher Research Committee played a vital advisory role in the planning and implementation of the preceding study. Credit for the actual study and the interpretation of the results just reported must go to Mr. Maple, however.

As part of his operating procedure, Mr. Maple periodically submitted his results and findings to the Research Committee. Their reactions to the final draft of the report may be summarized as follows:

1. The study supports the (Michigan) program changes which have been developing through the continuous self-evaluation of Program functions and procedures.

2. The school respondents in the study were requesting more specific assistance in solving the problems of pupils in the classroom.

3. VTs must give more recognition to the resolution of problems of educational planning and classroom management.

4. Comparison of the results of various tables suggest a possible lack of mutual involvement among VTs, principals and teachers in planning for VT service.

5. It is possible that, in Michigan, the major emphasis has been school-oriented or social work-oriented without appropriate applications and modifications.

6. The underlying theme of the "should" responses from school personnel may be interpreted as a request to adapt social work service to the unique requirements of the school setting.

In conclusion the committee reaffirmed the primary purpose of School Social Work to be the maximization of educational benefits for children.

APPENDIX A - INSTRUMENTATION
For School Visiting Teachers

MIDWEST RESEARCH CENTER FOR PUPIL PERSONNEL SERVICES
VISITING TEACHER PROJECT

Let me first say a word about IRCOPPS, since you may not be familiar with this relatively new effort originally initiated on a national level. The Midwest regional center is one of our centers on Pupil Personnel Services. This commission has identified the following overall purposes:

1. To provide through research a body of knowledge that will increase the effectiveness of all professions and services collaborating to provide the total learning experience.
2. To demonstrate efficient programs of pupil personnel services for various sizes and types of communities.
3. To carry on and stimulate research on preventive mental hygiene related to schools.

Other purposes are to study ways of: identifying needs for pupil services, describing and evaluating existing programs, determining the relative effectiveness of programs of primary and secondary prevention of learning difficulties, and demonstrating ways of improving the relationship between pupil services and the instructional program.

The Midwest regional center has started its effort with a survey of exisiting patterns of services in Michigan. An examination is being made of the nature of the various disciplines' problem identification processes, screening and referral methods, and disposition of cases. We are particularly interested in learning how the workers' training develops concepts of their professional role, how the various disciplines develop and utilize a conceptual framework for understanding children's problems, and how this framework influences their view of, and actions toward, children.

In this study, because we wish to collect data from all Michigan's visitng teachers, and from school personnel (teachers, administrators) in the schools in which they work, we are forced to collect data primarily by means of questionnaires rather than through interviews. Thus, it is most important that all visiting teachers detail thier job functioning as they see it.

Purpose of the Study

The overall purpose of this study is two-fold: first, to gather specific information from visiting teachers regarding their actual mode of operation; and secondly, to gather data from principals, heads of services, teachers and other staff members regarding their view of the visiting teacher services in their school districts.

A. This questionnaire is designed to obtain specific details in the following areas:

   1. Allocation of visiting teacher time
   2. Lines of responsibility (how program is administered)
   3. Referral procedures
   4. Environmental influence, such as the actual operating procedure in each building, on various practice techniques with pupils, such as:

      a. level of intensive, supportive or cooperative service
      b. consultation procedures
      c. working with parents
      d. types of clients
      e. level of acceptance of the program
      f. data on future service - projected need

   (Note: As far as possible, we wish to assess the impact on service from community, school and building influences.)

B. Questionnaires will also be sent to a representative sample of classroom teachers, principals, and heads of special service programs to elicit their perception regarding:

   1. The function of the program
   2. Contribution of the program to the school and to individual children
   3. What specific needs the visiting teacher is serving, and what needs should be served
   4. What are the least important areas for coverage by visiting teacher service

All information will be confidential, and identification is required only to permit the correlation of your responses with those of other school personnel in the system. No person or system will be specifically identified in our reports, and no responses will be revealed to anyone outside the immediate center research staff.

As we stated previously, we would like to get a realistic "slice" of your work during the more "normal" period of school operation. Therefore, we want the parts of this questionnaire which ask for the number of hours per week that you carry out specific tasks to reflect your functioning in a typical week between February 15th and March 15th. Choose any 5 consecutive days in advance and keep track of the amount of time you spend in each activity. Other parts of the questionnaire refer to your work over the school year and may be filled out immediately. You may have to dig up some of the information required, and we hope you will make every effort to complete every item. Good luck, and thank you again.

QUESTIONNAIRE

Please fill in the information at the top of the page.

The first eight (8) answer categories are reserved for identification. Please start at answer number nine (9).

Background Information

9. Your Sex:
   1) Male
   2) Female

10. Your Age:
    1) 20 - 25
    2) 26 - 30
    3) 31 - 35
    4) 36 - 40
    5) 41 - 45
    6) 46 - 50
    7) 51 - 55
    8) 56 - 60
    9) Over 60

11. How long have you been a Visiting Teacher?
    1) Less than 1 year
    2) 1 to 2 years
    3) 2 to 3 years
    4) 4 to 6 years
    5) 7 to 10 years
    6) 11 to 15 years
    7) 16 to 19 years
    8) 20 years or over

12. How many years have you been a Visiting Teacher in this school district?
    1) Less than 1 year
    2) 1 to 2 years
    3) 2 to 3 years
    4) 4 to 6 years
    5) 7 to 10 years
    6) 11 to 15 years
    7) 16 to 19 years
    8) 20 years or over

(Since it is rather easy to place answers next to the wrong number, we will remind you at regular intervals to check your position on the answer sheet. You have just completed the twelfth question. Please check your answer sheet to be sure you will fill in answer thirteen as you complete the next question).

13. Do you have full visiting teacher approval?
    1) Yes
    2) No

14. Your professional employment history. Please indicate by filling in all appropriate answers:

    1) classroom teacher
    2) counselor
    3) administrator
    4) other special service role
    5) clinical experience
    6) correctional experience
    7) other professional experience
    8) recreation
    9) other (see Essay Answer Sheet on page 353.

15. Undergraduate education (fill in as many answers as apply):

    1) major in education
    2) major in sociology
    3) major in psychology
    4) major in English
    5) major in social science
    6) major in natural science
    7) major in mathematics
    8) other (see Essay Answer Sheet on page 353.

    (A major is usually 30 semester hours or 45 quarter hours)

16. Where was your undergraduate education obtained? (Fill in as many answers as apply)

    1) Michigan State University
    2) University of Michigan
    3) Wayne State University
    4) An out of state Big Ten University
    5) A midwestern university or college (Not in the Big Ten)
    6) An eastern university or college
    7) A southern university or college
    8) A western university or college
    9) Other (See Essay Answer Sheet on page 353.

17. Graduate education:

    1) Master of Arts in Education
    2) Master of Social Work
    3) One year in school of education
    4) One year in school of social work
    5) Less than one year
    6) Other (see Essay Answer Sheet on page 353.

18. Where was your Graduate education obtained? (Fill in as many answers as apply)

1) Michigan State University
2) University of Michigan
3) Wayne State University
4) An out of state Big Ten University
5) A midwestern university or college (Not in the Big Ten)
6) An eastern university or college
7) A southern university or college
8) A western university or college
9) Other (see Essay Answer Sheet on page 353.

19. In what agency did you have your field work training? (Fill in as many answers as apply)

1) Child Guidance Clinic
2) Mental Hospital
3) Family Service Agency
4) School
5) Correctional Setting
6) Community Center
7) YMCA -YWCA
8) Child Welfare Agency
9) Other (see Essay Answer Sheet on page 353.

20. Please indicate the type of additional training experience you have participated in over the last five years. (This item refers to training beyond the requirements for full approval and does not include in-service training programs initiated by your school district for personnel only within the district).

1) Class work for credit at a university or college
2) Non-credit class work
3) Attendance at national meetings, such as ORTHO, NASW, or NEA or others
4) Visiting Teacher workshop
5) Workshop attendance (other than Visiting Teacher)
6) MEA regional meetings related to Visiting Teacher work
7) Other (see Essay Answer Sheet on page 353.

21. Please indicate types of in-service programs provided for the visiting teacher program by your school system?

1) One or two day institutes
2) Seminars
3) Consultation sessions for groups of Visiting Teachers
4) Case review or case presentations
5) Other (see Essay Answer Sheet on page 353.

General Program Information

22. Pupil membership of district for 1964-65

1) Less than 1,000
2) 1,000 - 2,000
3) 2,000 - 3,000
4) 3,000 - 5,000
5) 5,000 - 8,000
6) 8,000 - 12,000
7) 12,000 - 20,000
8) 20,000 - 35,000
9) 36,000 or more

(You have just completed the twenty-second question. Please check your answer sheet to be sure you will fill in answer twenty-three as you complete the next question)

23. Total number of visiting teachers in your school district.

1) 1
2) 2
3) 3
4) 4
5) 5
6) 6
7) 7
8) 8 - 12
9) 13 or more

24. How many visiting teachers from your school district are on a release time basis for field work this year.

1) None
2) One
3) Two
4) Three

25. When was the visiting teacher program begun in your district?

1) 1943-1945
2) 1946-1948
3) 1949-1951
4) 1952-1954
5) 1955-1957
6) 1958-1960
7) 1961-1963
8) New this year

26. Highest grade in your school district.

1) 12
2) 11
3) 10
4) 9
5) 8
6) 7
7) Lower than 7

27. Lowest grade in your school district.

1) Kindergarten
2) 1
3) 2
4) 3
5) 4
6) 5
7) Higher than 5

28. How many buildings do you serve on a regular basis (don't include those where you are "on call")

1) 1
2) 2
3) 3
4) 4
5) 5
6) 6
7) 7
8) 8
9) 9

29. How often, on the average, are you scheduled in each building you serve?

1) ¼ day per week
2) ½ day per week
3) 1 day per week
4) 1½ days per week
5) 2 days per week
6) 2½ days per week
7) 3 days per week
8) full time in one building

30. How much time do you reserve for record keeping,planning and preparation.

1) ¼ day per week
2) ½ day per week
3) 3/4 day per week
4) 1 day per week
5) Other (see Essay Answer Sheet on page 353.

31. To whom are you directly responsible in your work?

1) Principal
2) Superintendent
3) Head of special services
4) Assistant principal
5) Head of visiting teachers
6) Other (see Essay Answer Sheet on page 353.

Specific Building Information

We would like to know some specific information about each individual school building you serve. Since some visiting teachers serve many buildings, we would like you to choose three of the buildings you serve and label them schools A, B, and C. If you serve less than three simply utilize as many of the sections below as necessary. If you serve buildings representing only one level (elementary, junior high, senior high) pick the three buildings by selecting the first building you are in on Monday, on Tuesday, and on Wednesday. If you do not visit a school building on one of these days, choose the first building you visit on Thursday or Friday. If you serve buildings at two or three levels be sure to have one building from each level in your sample.

BUILDING A

32. Size (approximate number of students)

1) Less than 100
2) 100 - 200
3) 200 - 300
4) 300 - 500
5) 500 - 750
6) 750 - 1,000
7) 1,000 - 1,500
8) 1,500 - 2,500
9) Over 2,500

33. Level

1) Elementary (Kindergarten through 6th)
2) Elementary (6th thru 8th)
3) Junior High (7th thru 9th)
4) Intermediate (6th thru 8th)
5) Combined elementary and junior high (Kindergarten thru 9th)
6) Senior high (9th thru 12)
7) Senior high (10th thru 12)
8) Combined Junior and Senior high (7th through 12th)
9) Other (see Essay Answer Sheet on page 353.

34. Hours per week you spend in building?

1) Less than 1
2) 1 to 2
3) 2 to 4
4) 4 to 6
5) 6 to 8
6) 8 to 10
7) 10 to 12
8) 12 to 16
9) Other (see Essay Answer Sheet on page 353.

35. How much autonomy would you say you have regarding your activities in this building?

    1) Little
    2) Some
    3) Quite a bit
    4) A great deal

(You have just completed the thirty-fifth question. Please check your answer sheetto be sure you will fill in answer thirty-six as you complete the next question.)

36. How much support does the principal of this building give the Visiting Teacher program?

    1) Little
    2) Some
    3) Quite a bit
    4) A great deal

37. How much support do the majority of teachers give the Visiting Teacher program?

    1) Little
    2) Some
    3) Quite a bit
    4) A great deal

38. How well are the services of the program understood by the principal.

    1) Little
    2) Some
    3) Quite a bit
    4) A great deal

39. How well are the services of the program understood by the majority of teachers.

    1) Little
    2) Some
    3) Quite a bit
    4) A great deal

40. Do you feel you have any difficulty being accepted as a staff member of this building?

    1) Little difficulty
    2) Some difficulty
    3) Quite a bit of difficulty
    4) A great deal of difficulty

41. Indicate the type of residential area served by the building.

1) Rural farm
2) Small town
3) Suburban residential
4) Urban residential

42. Indicate the approximate socio-economic level of the majority of the families served by the building by choosing the category that describes 50% or more of the families.

1) Lower blue collar (semi-skilled, unskilled)
2) Farm
3) Upper blue collar (foreman, craftsman)
4) Lower white collar (salesman, clerical)
5) Upper white collar (professional, manager, proprietor, official)

43. Is this building on half day sessions?

1) yes
2) no

44. What is the teacher-pupil ratio in the building?

1) Between 1 - 15 and 1 - 18
2) Between 1 - 19 and 1 - 22
3) Between 1 - 23 and 1 - 26
4) Between 1 - 27 and 1 - 30
5) Between 1 - 31 and 1 - 34
6) Between 1 - 35 and 1 - 40
7) Between 1 - 41 and 1 - 45
8) Between 1 - 46 and 1 - 50
9) Over 1 - 50

45. Which of the following curriculum innovations if any are presently being carried out in the building. (Fill in as many as apply)

1) Team teaching
2) Use of Educational Television
3) Use of Teaching Machines
4) Non-graded program
5) Pre-school program for culturally deprived
6) None
7) Other (see Essay Answer Sheet on page 353.

(Note: You have just completed the forty-fifth question. Please check your answer sheet to be sure you will fill in answer forty-six as you complete the next question).

46. What direct services provided by the school district are readily available (without extensive waiting period) to pupils in this building. (Fill in as many as apply)

1) School nurse
2) School psychometrist
3) Speech correction
4) Guidance counselors
5) Program for retarded
6) Rooms for emotionally disturbed
7) Remedial reading assistance
8) Crisis or helping teacher
9) Other (see Essay Answer Sheet on page 353.

47. What facilities for referral are regularly used outside the school for students in this building? (Fill in as many as apply)

1) Child Guidance Clinic or Mental Health Clinic
2) Family Agency
3) Speech and Hearing Clinic
4) Reading Clinic
5) Medical or Dental Care for Needy Families
6) Services for the Physically Handicapped
7) Private Social Workers, Psychologists or Psychiatrists
8) Assistance for Basic Needs (food, shelter, clothing); e.g. Bureau of Social Aid
9) Juvenile Court

47-a. Please turn to the Essay Answer Sheet on page 353 and lists the facilities you checked above in the order of frequence of use.

48. How many pupils in this building on your active caseload were referred by the principal without teacher initiation.

1) 1
2) 2
3) 3
4) 4 - 6
5) 7 - 10
6) 11 - 15
7) 16 - 20
8) 21 - 25
9) More than 25

49. How many pupils on your active caseload in this building were referred directly to you by teachers through the principal?

1) 1
2) 2
3) 3
4) 4 - 6
5) 7 - 10
6) 11 - 15
7) 16 - 20
8) 21 - 25
9) More than 25

50. How many pupils were referred by school personnel other than the principal or teacher? (e.g. nurse, counselor, etc.)

1) 1
2) 2
3) 3
4) 4 - 6
5) 7 - 10
6) 11 - 15
7) 16 - 20
8) 21 - 25
9) More than 25

51. How many pupils were not referred by school personnel but were referred by parents, community agencies or were self-referrals.

1) 1
2) 2
3) 3
4) 4 - 6
5) 7 - 10
6) 11 - 15
7) 16 - 20
8) 21 - 25
9) More than 25

52. How many individual cases have been referred to outside agencies from this building this year.

1) 1
2) 2
3) 3
4) 4 - 6
5) 7 - 10
6) 11 - 15
7) 16 - 20
8) 21 - 25
9) More than 25

53. What proportion of the staff meetings held in this building this year have you attended?

1) None
2) One fifth
3) One fourth
4) One third
5) One half
6) More than half
7) All

54. How many parent-teacher association meetings have you attended in this building this year?

1) None
2) One fifth
3) One fourth
4) One third
5) One half
6) More than half
7) All

55. How many meetings have you attended regarding curriculum planning or school operating procedures this year, regarding pupils in this building.

1) None
2) One fifth
3) One fourth
4) One third
5) One half
6) More than half
7) All

56. Do you have a list of children waiting to be served in this building who have been officially referred? Official referrals are written referrals accepted as needing your service.
1) Yes
2) No

(You have just completed the fifty-sixth question. Please check your answer sheet to be sure you will fill in answer fifty-seven as you complete the next question.)

57. How many children are on the waiting list?

1) None
2) 1 - 4
3) 5 - 8
4) 9 - 12
5) 13 - 16
6) 17 - 20
7) 21 - 24
8) 25 - 28
9) 29 - 32

58. Have you had to refuse service to appropriate referrals from this building this year?

1) Yes
2) No

59. How many appropriate referrals have not been served regardless of reason?

1) None
2) 1 - 4
3) 5 - 8
4) 9 - 12
5) 13 - 16
6) 17 - 20
7) 21 - 24
8) 25 - 28
9) 29 - 32

In the following questions we are interested in time allocations for many of the functions you perform in this building. Please use your record for one week to arrive at "the average".

60. How many hours per week, on the average, do you spend in this building seeing pupils (Direct interviewing of individual pupils).

1) 1 or less
2) 1 to 2
3) 2 to 4
4) 4 to 6
5) 6 to 8
6) 8 to 10
7) 10 to 12
8) 12 to 16
9) More than 16

61. How many hours per week, on the average, do you spend in this building consulting with teachers, principal, and other school personnel regarding your active caseload.

1) 1 or less
2) 1 to 2
3) 2 to 4
4) 4 to 6
5) 6 to 8
6) 8 to 10
7) 10 to 12
8) 12 to 16
9) More than 16

62. How many hours per week do you spend providing consultation regarding children not on your active caseload to teachers, administrators or other school personnel.

1) 1 or less
2) 1 to 2
3) 2 to 4
4) 4 to 6
5) 6 to 8
6) 8 to 10
7) 10 to 12
8) 12 to 16
9) More than 16

63. How many hours per week on the average do you spend on cooperative activities (contacts with non-school personnel) regarding pupils in this building. (This item includes the contacts made verbally and the writing of material regarding the pupils).

1) 1 or less
2) 1 to 2
3) 2 to 4
4) 4 to 6
5) 6 to 8
6) 8 to 10
7) 10 to 12
8) 12 to 16
9) More than 16

64. How many hours per week on the average do you spend on planning and preparation in relation to all work in this building.

1) 1 or less
2) 1 to 2
3) 2 to 4
4) 4 to 6
5) 6 to 8
6) 8 to 10
7) 10 to 12
8) 12 to 16
9) More than 16

65. How many actual contacts a week on a scheduled basis do you have with teachers to discuss pupils on your active caseload.

1) 1
2) 2
3) 3
4) 4 - 6
5) 7 - 9
6) 9 - 11
7) 11 - 13
8) 13 - 16
9) More than 16

66. How many actual non-scheduled contacts a week do you have with teachers to discuss "problem students" in general (e.g. in lounge, cafeteria, halls, etc.).

1) 1
2) 2
3) 3
4) 4 - 6
5) 7 - 9
6) 9 - 11
7) 11 - 13
8) 13 - 16
9) More than 16

BUILDING B

67. Size (approximate number of students)

1) Less than 100
2) 100 - 200
3) 200 - 300
4) 300 - 500
5) 500 - 750
6) 750 - 1,000
7) 1,000 - 1,500
8) 1,500 - 2,500
9) Over 2,500

68. Level

1) Elementary (Kindergarten through 6)
2) Elementary (6th thru 8th)
3) Junior High (7th thru 9th)
4) Intermediate (6th thru 8th)
5) Combined elementary and junior high (Kindergarten through 9th)
6) Senior high (9th thru 12)
7) Senior high (10th thru 12)
8) Combined Junior and Senior high (7th through 12)
9) Other (see Essay Answer Sheet on page 353.

69. Hours per week you spend in building

1) Less than 1
2) 1 to 2
3) 2 to 4
4) 4 to 6
5) 6 to 8
6) 8 to 10
7) 10 to 12
8) 12 to 16
9) Other (see Essay Answer Sheet on page 353.

70. How many autonomy would you say you have regarding your activities in this building?

1) Little
2) Some
3) Quite a bit
4) A great deal

(You have just completed the seventieth question. Please check your answer sheet to be sure you will fill in answer seventy-one as you complete the next question.)

71. How much support does the principal of this building give the Visiting Teacher program?

1) Little
2) Some
3) Quite a bit
4) A great deal

72. How much support do the majority of teachers give the Visiting Teacher program?

1) Little
2) Some
3) Quite a bit
4) A great deal

73. How well are the services of the program understood by the principal?

1) Little
2) Some
3) Quite a bit
4) A great deal

74. How well are the services of the program understood by the majority of teachers.

1) Little
2) Some
3) Quite a bit
4) A great deal

75. Do you feel you have any difficulty being accepted as a staff member of this building?

1) Little difficulty
2) Some difficulty
3) Quite a bit of difficulty
4) A great deal of difficulty

76. Indicate the type of residential area served by the building.

1) Rural farm
2) Small town
3) Suburban residential
4) Urban residential

77. Indicate the approximate socio-economic level of the majority of the families served by the building by choosing the category that describes 50% or more of the families.

1) Lower blue collar (semi-skilled, unskilled)
2) Farm
3) Upper blue collar (foreman, craftsman)
4) Lower white collar (salesman, clerical)
5) Upper white collar (professional, manager, proprietor, official)

78. Is this building on half day sessions?

1) Yes
2) No

79. What is the teacher-pupil ratio in the building?

1) Between 1 - 15 and 1 - 18
2) Between 1 - 19 and 1 - 22
3) Between 1 - 23 and 1 - 26
4) Between 1 - 27 and 1 - 30
5) Between 1 - 31 and 1 - 34
6) Between 1 - 35 and 1 - 40
7) Between 1 - 41 and 1 - 45
8) Between 1 - 46 and 1 - 50
9) Over 1 - 50

80. Which of the following curriculum innovations if any are presently being carried out in the building. (Fill in as many as apply)

1) Team teaching
2) Use of Educational Television
3) Use of Teaching Machines
4) Non-graded program
5) Pre-school program for culturally deprived
6) None
7) Other (see Essay Answer Sheet on page 353.

(You have just completed the eightieth question. Please check your answer sheet to be sure you will fill in answer eighty-one as you complete the next question).

81. What direct services provided by the school district are readily available (without extensive waiting period) to pupils in this building. (Fill in as many as apply)

1) School nurse
2) School psychometrist
3) Speech correction
4) Guidance counselors
5) Program for retarded
6) Rooms for emotionally disturbed
7) Remedial reading assistance
8) Crisis or helping teacher
9) Other (see Essay Answer Sheet on page 353.

82. What facilities for referral are regularly used outside the school for students in this building? (Fill in as many as apply)

1) Child Guidance Clinic or Mental Health Clinic
2) Family Agency
3) Speech and Hearing Clinic
4) Reading Clinic
5) Medical or Dental Care for Needy Families
6) Services for the Physically Handicapped
7) Private Social Workers, Psychologists or Psychiatrists
8) Assistance for Basic Needs (food, shelter, clothing), e.g. Bureau of Social Aid
9) Juvenile Court

82-a. Please turn to the Essay Answer Sheet on page 353 and list the facilities you checked above in the order of frequence of use.

83. How many pupils in this building on your active caseload were referred by the principal without teacher initiation.

1) 1
2) 2
3) 3
4) 4 - 6
5) 7 - 10
6) 11 - 15
7) 16 - 20
8) 21 - 25
9) More than 25

84. How many pupils on your active caseload in this building were referred directly to you by teachers through the principal?

1) 1
2) 2
3) 3
4) 4 - 6
5) 7 - 10
6) 11 - 15
7) 16 - 20
8) 21 - 25
9) More than 25

85. How many pupils were referred by school personnel other than the principal or teacher? (e.g. nurse, counselor, etc.).

1) 1
2) 2
3) 3
4) 4 - 6
5) 7 - 10
6) 11 - 15
7) 16 - 20
8) 21 -25
9) More than 25

86. How many pupils were not referred by school personnel but were referred by parents, community agencies or were self-referrals.

1) 1
2) 2
3) 3
4) 4 - 6
5) 7 - 10
6) 11 - 15
7) 16 - 20
8) 21 - 25
9) More than 25

87. How many individual cases have been referred to outside agencies from this building this year.

1) 1
2) 2
3) 3
4) 4 - 6
5) 7 - 10
6) 11 - 15
7) 16 - 20
8) 21 - 25
9) More than 25

88. What proportion of the staff meetings held in this building this year have you attended?

1) None
2) One fifth
3) One fourth
4) One third
5) One half
6) More than half
7) All

89. How many parent-teacher association meetings have you attended in this building this year?

1) None
2) One fifth
3) One fourth
4) One third
5) One half
6) More than half
7) All

90. How many meetings have you attended regarding curriculum planning or school operating procedures this year, regarding pupils in this building.

1) None
2) One fifth
3) One fourth
4) One third
5) One half
6) More than half
7) All

91. Do you have a list of children waiting to be served in this building who have been officially referred? Official referrals are written referrals accepted as needing your service.

1) Yes
2) No

(You have just completed the ninety first question. Please check your answer sheet to be sure you will fill in answer ninety-two as you complete the next question.)

92. How many children are on the waiting list?

1) None
2) 1 - 4
3) 5 - 8
4) 9 - 12
5) 13 - 16
6) 17 - 20
7) 21 - 24
8) 25 - 28
9) 29 - 32

93. Have you had to refuse service to appropriate referrals from this building this year?

1) Yes
2) No

94. How many appropriate referrals have not been served regardless of reason?

1) None
2) 1 - 4
3) 5 - 8
4) 9 - 12
5) 13 - 16
6) 17 - 20
7) 21 - 24
8) 25 - 28
9) 29 - 32

In the following questions we are interested in time allocations for many of the functions you perform in this building. Please use your record for one week to arrive at "the average".

95. How many hours per week, on the average, do you spend in this building seeing pupils (Direct interviewing of individual pupils).

1) 1 or less
2) 1 to 2
3) 2 to 4
4) 4 to 6
5) 6 to 8
6) 8 to 10
7) 10 to 12
8) 12 to 16
9) More than 16

96. How many hours per week, on the average, do you spend in this building consulting with teachers, principal, and other school personnel regarding your active caseload.

1) 1 or less
2) 1 to 2
3) 2 to 4
4) 4 to 6
5) 6 to 8
6) 8 to 10
7) 10 to 12
8) 12 to 16
9) More than 16

97. How many hours per week do you spend providing consultation regarding children not on your active caseload to teachers, administrators or other school personnel.

1) 1 or less
2) 1 to 2
3) 2 to 4
4) 4 to 6
5) 6 to 8
6) 8 to 10
7) 10 to 12
8) 12 to 16
9) More than 16

98. How many hours per week on the average do you spend on cooperative activities (contacts with non-school personnel) regarding pupils in this building. (This item includes the contacts made verbally and the writing of material regarding the pupils).

1) 1 or less
2) 1 to 2
3) 2 to 4
4) 4 to 6
5) 6 to 8
6) 8 to 10
7) 10 to 12
8) 12 to 16
9) More than 16

99. How many hours per week on the average do you spend on planning and preparation in relation to all work in this building.

1) 1 or less
2) 1 to 2
3) 2 to 4
4) 4 to 6
5) 6 to 8
6) 8 to 10
7) 10 to 12
8) 12 to 16
9) More than 16

100. How many actual contacts a week on a scheduled basis do you have with teachers to discuss pupils on your active caseload?

1) 1
2) 2
3) 3
4) 4 - 6
5) 7 - 9
6) 9 - 11
7) 11 - 13
8) 13 - 16
9) More than 16

101. How many actual non-scheduled contacts a week do you have with teachers to discuss "problem students" in general (e.g. in lounge, cafeteria, halls, etc.).

1) 1
2) 2
3) 3
4) 4 - 6
5) 7 - 9
6) 9 - 11
7) 11 - 13
8) 13 - 16
9) More than 16

BUILDING C

102. Size (approximate number of students)

1) Less than 100
2) 100 - 200
3) 200 - 300
4) 300 - 500
5) 500 - 750
6) 750 - 1,000
7) 1,000 - 1,500
8) 1,500 - 2,500
9) Over 2,500

103. Level

1) Elementary (Kindergarten through 6)
2) Elementary (6th thru 8th)
3) Junior High (7th thru 9th)
4) Intermediate (6th thru 8th)
5) Combined elementary and junior high (Kindergarten through 9th)
6) Senior high (9th thru 12)
7) Senior high (10th thru 12)
8) Combined Junior and Senior high (7th through 12)
9) Other (see Essay Answer Sheet on page 353.

104. Hours per week you spend in building

1) Less than 1
2) 1 to 2
3) 2 to 4
4) 4 to 6
5) 6 to 8
6) 8 to 10
7) 10 to 12
8) 12 to 16
9) Other (see Essay Answer Sheet on page 353.

105. How many autonomy would you say you have regarding your activities in this building?

1) Little
2) Some
3) Quite a bit
4) A great deal

(You have just completed the one-hundred-fifth question. Please check your answer sheet to be sure you will fill in answer one-hundred-six as you complete the next question).

106. How much support does the principal of this building give the Visiting Teacher program?

1) Little
2) Some
3) Quite a bit
4) A great deal

107. How much support do the majority of teachers give the Visiting Teacher program?

    1) Little
    2) Some
    3) Quite a bit
    4) A great deal

108. How well are the services of the program understood by the principal?

    1) Little
    2) Some
    3) Quite a bit
    4) A great deal

109. How well are the services of the program understood by the majority of teachers.

    1) Little
    2) Some
    3) Quite a bit
    4) A great deal

110. Do you feel you have any difficulty being accepted as a staff member of this building?

    1) Little difficulty
    2) Some difficulty
    3) Quite a bit of difficulty
    4) A great deal of difficulty

111. Indicate the type of residential area served by the building.

    1) Rural farm
    2) Small town
    3) Suburban residential
    4) Urban residential

112. Indicate the approximate socio-economic level of the majority of the families served by the building by choosing the category that describes 50% or more of the families.

    1) Lower blue collar (semi-skilled, unskilled)
    2) Farm
    3) Upper blue collar (foreman, craftsman)
    4) Lower white collar (salesman, clerical)
    5) Upper white collar (professional, manager, proprietor, official)

113. Is this building on half day sessions?

    1) Yes
    2) No

114. What is the teacher-pupil ratio in the building?

1) Between 1 - 15 and 1 - 18
2) Between 1 - 19 and 1 - 22
3) Between 1 - 23 and 1 - 26
4) Between 1 - 27 and 1 - 30
5) Between 1 - 31 and 1 - 34
6) Between 1 - 35 and 1 - 40
7) Between 1 - 41 and 1 - 45
8) Between 1 - 46 and 1 - 50
9) Over 1 - 50

115. Which of the following curriculum innovations if any are presently being carried out in the building. (Fill in as many as apply)

1) Team teaching
2) Use of Educational Television
3) Use of Teaching Machines
4) Non-graded program
5) Pre-school program for culturally deprived
6) None
7) Other (see Essay Answer Sheet on page 353.

(You have just completed the one-hundred-fifteenth question. Please check your answer sheet to be sure you will fill in answer one-hundred-sixteen as you complete the next question).

116. What direct services provided by the school district are readily available (without extensive waiting period) to pupils in this building. (Fill in as many as apply)

1) School nurse
2) School psychometrist
3) Speech correction
4) Guidance counselors
5) Program for retarded
6) Rooms for emotionally disturbed
7) Remedial reading assistance
8) Crisis or helping teacher
9) Other (see Essay Answer Sheet on page 353.

117. What facilities for referral are regularly used outside the school for students in this building? (Fill in as many as apply)

1) Child Guidance Clinic or Mental Health Clinic
2) Family Agency
3) Speech and Hearing Clinic
4) Reading Clinic
5) Medical or Dental Care for Needy Families
6) Services for the Physically Handicapped
7) Private Social Workers, Psychologists or Psychiatrists
8) Assistance for Basic Needs (food, shelter, clothing), e.g. Bureau of Social Aid
9) Juvenile Court

117-a. Please turn to the Essay Answer Sheet on page 353 and list the facilities you checked above in the order of frequence of use.

118. How many pupils in this building on your active caseload were referred by the principal without teacher initiation.

1) 1
2) 2
3) 3
4) 4 - 6
5) 7 - 10
6) 11 - 15
7) 16 - 20
8) 21 - 25
9) More than 25

119. How many pupils on your active caseload in this building were referred directly to you by teachers through the principal?

1) 1
2) 2
3) 3
4) 4 - 6
5) 7 - 10
6) 11 - 15
7) 16 - 20
8) 21 - 25
9) More than 25

120. How many pupils were referred by school personnel other than the principal or teacher? (e.g. nurse, counselor, etc.).

1) 1
2) 2
3) 3
4) 4 - 6
5) 7 - 10
6) 11 - 15
7) 16 - 20
8) 21 - 25
9) More than 25

121. How many pupils were not referred by school personnel but were referred by parents, community agencies or were self-referrals.

1) 1
2) 2
3) 3
4) 4 - 6
5) 7 - 10
6) 11 - 15
7) 16 - 20
8) 21 - 25
9) More than 25

122. How many individual cases have been referred to outside agencies from this building this year.

1) 1
2) 2
3) 3
4) 4 - 6
5) 7 - 10
6) 11 - 15
7) 16 - 20
8) 21 - 25
9) More than 25

123. What proportion of the staff meetings held in this building this year have you attended?

1) None
2) One fifth
3) One fourth
4) One third
5) One half
6) More than half
7) All

124. How many parent-teacher association meetings have you attended in this building this year?

1) None
2) One fifth
3) One fourth
4) One third
5) One half
6) More than half
7) All

125. How many meetings have you attended regarding curriculum planning or school operating procedures this year, regarding pupils in this building?

1) None
2) One fifth
3) One fourth
4) One third
5) One half
6) More than half
7) All

126. Do you have a list of children waiting to be served in this building who have been officially referred? Official referrals are written referrals accepted as needing your service.

1) Yes
2) No

(You have just completed the one-hundred-twenty-sixth question. Please check your answer sheet to be sure you will fill in answer one-hundred-twenty-seven as you complete the next question).

127. How many children are on the waiting list?

1) None
2) 1 - 4
3) 5 - 8
4) 9 - 12
5) 13 - 16
6) 17 - 20
7) 21 - 24
8) 25 - 28
9) 29 - 32

128. Have you had to refuse service to appropriate referrals from this building this year?

1) Yes
2) No

129. How many appropriate referrals have not been served regardless of reason?

1) None
2) 1 - 4
3) 5 - 8
4) 9 - 12
5) 13 - 16
6) 17 - 20
7) 21 - 24
8) 25 - 28
9) 29 - 32

In the following questions we are interested in time allocations for many of the functions you perform in this building. Please use your record for one week to arrive at "the average".

130. How many hours per week, on the average, do you spend in this building seeing pupils (direct interviewing of individual pupils).

1) 1 or less
2) 1 to 2
3) 2 to 4
4) 4 to 6
5) 6 to 8
6) 8 to 10
7) 10 to 12
8) 12 to 16
9) More than 16

131. How many hours per week, on the average, do you spend in this building consulting with teachers, principal, and other school personnel regarding your active caseload.

1) 1 or less
2) 1 to 2
3) 2 to 4
4) 4 to 6
5) 6 to 8
6) 8 to 10
7) 10 to 12
8) 12 to 16
9) More than 16

132. How many hours per week do you spend providing consultation regarding children not on your active caseload to teachers, administrators or other school personnel.

1) 1 or less
2) 1 to 2
3) 2 to 4
4) 4 to 6
5) 6 to 8
6) 8 to 10
7) 10 to 12
8) 12 to 16
9) More than 16

133. How many hours per week on the average do you spend on cooperative activities (contacts with non-school personnel) regarding pupils in this building. (This item includes the contacts made verbally and the writing of material regarding the pupils).

1) 1 or less
2) 1 to 2
3) 2 to 4
4) 4 to 6
5) 6 to 8
6) 8 to 10
7) 10 to 12
8) 12 to 16
9) More than 16

134. How many hours per week on the average do you spend on planning and preparation in relation to all work in this building.

1) 1 or less
2) 1 to 2
3) 2 to 4
4) 4 to 6
5) 6 to 8
6) 8 to 10
7) 10 to 12
8) 12 to 16
9) More than 16

135. How many actual contacts a week on a scheduled basis do you have with teachers to discuss pupils on your active caseload?

1) 1
2) 2
3) 3
4) 4 - 6
5) 7 - 9
6) 9 - 11
7) 11 - 13
8) 13 - 16
9) More than 16

136. How many actual non-scheduled contacts a week do you have with teachers to discuss "problem students" in general (e.g. in lounge, cafeteria, halls, etc.).

1) 1
2) 2
3) 3
4) 4 - 6
5) 7 - 9
6) 9 - 11
7) 11 - 13
8) 13 - 16
9) More than 16

Handling of Problems

Now, referring to all buildings which you have served this year, would you indicate the likelihood that pupils consistently exhibiting any symptom below would be referred to the visiting teacher by either the classroom teacher and/or principal as the first step in determining the appropriate assistance required to attempt to resolve the problem. Answer questions by marking your response in relation to the following categories:

1) Not likely at all
2) Not very likely
3) Somewhat likely
4) Quite likely
5) Very likely

137. A child is aggressive to his peers, defiant of the teacher, and antagonistic to adults generally.

138. A child is often absent from school without a sufficient reason.

139. A child appears depressed, withdrawn, anxious and fearful.

140. A child habitually soils himself in the classroom.

141. A child sees, hears and talks to persons and objects which are not real.

142. A child steals and/or destroys school property.

143. A child fails to perform academically up to his known capacity.

144. A child appears to be intellectually dull.

145. A child complains of headaches, chills, and cramps.

146. A generally well-behaved child has a series of severe temper tantrums.

147. A parent complains that his child is being beaten up by other children on the way home.

148. A child is habitually unkempt, dirty, and poorly dressed.

149. A child habitually looks pale, weak and sickly.

150. A child complains repeatedly that his vision is blurred and his eyes hurt.

151. A child seems not to be able to hear normal conversation.

152. A child mispronounces ordinary words and sounds.

153. A child is very poorly coordinated for his age.

154. A child breaks his leg and will be absent for three months.

155. A child smokes on school property.

156. A child cannot decide where and if he will go to college.

157. A child cannot keep up with his classmates in reading.

158. A child stutters.

159. A child is physically attacked by other children.

160. A child loses his self-control in a classroom and his physical acting-out cannot be controlled by the teacher.

When working with clients, how frequently do you do the following:

1) Very infrequently
2) Infrequently
3) Sometimes
4) Frequently
5) Very frequently

161. Attempt to change client's values.

162. Attempt to change client's self-perception as a student.

163. Attempt to change client's role or actions as a family member.

164. Assist client with daily schedule outside school.

165. Attempt to influence friendships of client.

166. Attempt to help client change his attitude toward a teacher or situation.

167. Interpret school rules to client.

168. Assist pupil in understanding how to complete specific educational tasks successfully.

169. Assist client in identifying appropriate additional assistance.

170. Motivate client to seek additional assistance.

171. Help client establish contact with someone who can assist him.

172. Help client sustain relationship with other assisting person(s).

173. Help client apply assistance he is receiving from others to problematic areas.

174. Plan staged experiences for client to assist in transition from one environment to another (e.g. change from one elementary school to another; or from elementary to junior high; or junior high to senior high).

When consulting with teachers, how frequently do you do each of the following acts:

1) Very Infrequently
2) Infrequently
3) Sometimes
4) Frequently
5) Very frequently

175. Help teachers develop techniques for setting limits on client's classroom behavior.

176. Help teacher with techniques for developing better relationships with pupils.

177. Provide relevant information about clients.

178. Obtain information about clients' problematic behavior in the classroom.

179. Relate recent behaviors to past behavior of clients.

180. Point out positive aspects of a client's behavior in other situations.

181. Point out positive aspects of a client's behavior in this classroom.

182. Suggest different uses of rewards and punishments.

183. Interpret meaning of a client's behavior.

184. Seek information regarding learning methods from teacher to be utilized in helping client.

185. Assist teacher in planning appropriate educational tasks for pupils.

186. Suggest ways the teacher can help to decrease client's dependence on you.

187. Suggest ways to support client's attempts to help himself.

When consulting with principals, how frequently do you do each of the following:

1) Very Infrequently
2) Infrequently
3) Sometimes
4) Frequently
5) Very frequently

188. Give legal interpretations of client's rights.

189. Identify clusters of client problems which seem to have implications requiring organizational change.

190. Make specific recommendations regarding program changes for one specific child.

191. Make specific recommendations regarding program curriculum changes which will enhance learning for any number of pupils on your active caseload.

192. Make specific recommendations regarding curriculum changes which would enhance learning for any number of pupils not on your active caseload.

Other types of consultation (answer same as above)

193. Participation in formulation of school policies with school officials (not teachers) regarding rules, regulations, curriculum and extra-curricular offerings.

194. Participation in case conference meetings on particular pupil and/or his family (including siblings) with a group of teachers.

195. Participation in case conference meetings on a particular pupil and/or his family (including siblings) with a group of agency personnel.

196. Participation in group discussions with teachers regarding general classroom management.

197. Participation with relevant persons in crisis situations regarding a particular student previously unknown to you.

Referral Practices:

198. Referral procedures seem to take one of the following forms. Which one best describes the practice of your school system.

    1) An administrative person refers selected clients appropriate to the time available in his building. The visiting teacher plays a minor role in client selection.

198. Continued

2) The visiting teacher and another staff member together discuss teacher referral and decide appropriate service.

3) A screening committee reviews referrals from all school staff members and establishes caseloads and priorities of service.

4) The visiting teacher gathers a "pool" of referrals from school staff members of all potential clients. The visiting teacher then selects those who will be served on the basis of individual needs and available resources.

5) Other (see Essay Answer Sheet on page 353.

199. Which of the categories below best pictures the tested IQ level of all children referred to you this year.

1) None above 100 IQ
2) 5 to 10% above 100
3) 11 to 20% above 100
4) 21 to 30% above 100
5) 31 to 40% above 100
6) 41 to 50% above 100
7) 51 to 60% above 100
8) 61 to 70% above 100
9) More than 70% above 100

200. Many times visiting teachers express feelings about how they are perceived by other school personnel. Which of the following categories below describe how you feel visiting teachers in your school district are viewed by teachers or administrators. (Fill in as many as apply).

1) Too permissive
2) An iterinent worker moving from building to building
3) Spends too much time on recording and preparation
4) An intruder in educational institutions
5) Always on the side of the pupil
6) A secondary service within the school system
7) Not able to understand the teacher's classroom management problems
8) Should get children to conform to the organizational requirements of the school
9) Other (see Essay Answer Sheet on page 353.

NAME: ______________________ **SCHOOL DISTRICT:** ______________________

(This Section should be returned with your Answer Sheet)

SECTION II

Now we would like to conclude this questionnaire by asking you to write in some comments regarding specific areas, as well as supplying some specific information about places in the questionnaire where you checked "other".

A. If you chose the category "other" in the following questions, please write out your answer here:

QUESTIONS:

14.

15.

16.

17.

18.

19.

20.

21.

30.

31.

33.

34.

45.

46.

47-a.

68.

69.

80.

81.

82-a.

103.

104.

115.

116.

117-a.

198.

200.

B. What suggestions do you have for improving the visiting teacher program?

1) In your district

2) Generally

C. Please indicate any desire you have for additional training by placing the following knowledge areas in the order of value to you.

1) Increased skill in recording techniques
2) Increase of knowledge regarding organizational functioning.
3) Upgrading of casework skills
4) Development of new practice techniques
5) Upgrading of skill in consultation
6) Increased knowledge about learning theories
7) Increased knowledge about role theory
8) Increased knowledge about behavior theory
9) Other

1)
2)
3)
4)
5)
6)
7)
8)
9)
10)

D. What innovations in practice are you presently utilizing which are not traditionally seen as a normal part of the visiting teacher function (e.g. different practice techniques, different stress, in use of time, etc.).

E. What is the major reason you feel that this varied approach is necessary in your work?

F. What is the most satisfying part of your work?

G. What is the least satisfying part of your work?

APPENDIX B - INSTRUMENTATION
For Teachers, Principals and School Diagnosticians

MIDWEST RESEARCH CENTER FOR PUPIL PERSONNEL SERVICES
V-T SERVICE QUESTIONNAIRE

Please fill in the information at the top of the answer page.

Use Pencil for all marks.

The first eight (8) answer categories are reserved for identification. Please start at answer number nine (9).

Background Information

9. Your Sex:
1) Male
2) Female

10. Your age:
1) 20 - 25
2) 26 - 30
3) 31 - 35
4) 36 - 40
5) 41 - 45
6) 46 - 50
7) 51 - 55
8) 56 - 60
9) over 60

11. How long have you been a public school employee?

1) Less than 1 year
2) 1 to 2 years
3) 2 to 3 years
4) 4 to 6 years
5) 7 to 10 years
6) 11 to 15 years
7) 16 to 19 years
8) 20 years or over

12. How many years have you been in your present position in this school district?

1) Less than 1 year
2) 1 to 2 years
3) 2 to 3 years
4) 4 to 6 years
5) 7 to 10 years
6) 11 to 15 years
7) 16 to 19 years
8) 20 years or over

13. Your professional employment?

1) Classroom teacher
2) counselor
3) administrator
4) other special service role
5) other professional

14. Undergraduate education?

1) major in education
2) major in sociology
3) major in psychology
4) major in English
5) major in social science
6) major in natural science
7) major in mathematics
8) other

(A major is usually 30 semester hours or 45 quarter hours)

15. Graduate education?

    1) Master of Arts in Education
    2) Less than one year graduate work
    3) More than 1 year of graduate work
    4) Major in subject matter area

16. How much autonomy would you say the visiting teacher has regarding his or her activities in your building?

    1) Little
    2) Some
    3) Quite a bit
    4) A great deal

17. How much support do you think the majority of teachers give the visiting teacher program?

    1) Little
    2) Some
    3) Quite a bit
    4) A great deal

18. How well are the services of the visiting teacher program understood by the majority of teachers?

    1) Little
    2) Some
    3) Quite a bit
    4) A great deal

19. Do you feel the visiting teacher has any difficulty being accepted as a staff member of this building?

    1) Little difficulty
    2) Some difficulty
    3) Quite a bit of difficulty
    4) A great deal of difficulty

Now, referring to your building please indicate the likelihood that pupils consistently exhibiting the symptoms below would be referred to the visiting teacher by either the teacher and/or the principal as the first step in determining the appropriate assistance required to attempt to resolve the problem. Please use the following categories:

1) Not likely at all
2) Not very likely
3) Somewhat likely
4) Quite likely
5) Very likely

20. A child is aggressive to his peers, defiant of the teacher, and antagonistic to adults generally.

21. A child is often absent from school without a sufficient reason.

22. A child appears depressed, withdrawn, anxious, and fearful.

23. A child sees, hears and talks to persons and objects which are not real.

24. A child steals and/or destroys school property.

25. A child fails to perform academically up to his known capacity.

26. A child appears to be intellectually dull.

27. A generally well-behaved child has a series of severe temper tantrums.

28. A child is habitually unkempt, dirty, and poorly dressed.

29. A child mispronounces ordinary words and sounds.

30. A child is very poorly coordinated for his age.

31. A child cannot keep up with his classmates in reading.

32. A child stutters.

33. A child loses his self-control in a classroom and his physical acting-out cannot be controlled by the teacher.

How frequently do you feel that the visiting teacher attempts the following:

1) Very infrequently
2) Infrequently
3) Sometimes
4) Frequently
5) Very frequently

34. To change pupil values.

35. To change pupil's self-perception as a student.

36. To change pupil's role or actions as a family member.

37. Assists the pupil with daily schedule outside school.

38. To influence friendships of pupil.

39. To help pupil change his attitude toward a teacher or situation.

40. Interprets school rules to pupil.

41. Assists pupil in understanding how to complete specific educational tasks successfully.

42. Assists pupil in identifying appropriate additional assistance.

43. To motivate pupil to seek additional assistance.

44. To help pupil establish contact with someone who can assist him.

45. To help pupil sustain relationship with other assisting person(s).

46. To help pupil apply assistance he is receiving from others to problematic areas.

47. To plan staged experiences for pupil to assist in transition from one environment to another (e.g. change from one elementary school to another; or from elementary to junior high; or junior high to senior high).

When consulting with teachers, how frequently do you feel the visiting teacher carries out each of the following acts:

1) Very infrequently
2) Infrequently
3) Sometimes
4) Frequently
5) Very frequently

48. Helps teachers develop techniques for setting limits on pupil's classroom behavior.

49. Helps teacher with techniques for developing better relationships with pupils.

50. Provides relevant information about pupils.

51. Obtains information about pupils' problematic behavior in the classroom.

52. Relates recent behaviors to past behavior of pupils.

53. Points out positive aspects of a pupil's behavior in other situations.

54. Points out positive aspects of pupil's behavior in this classroom.

55. Suggests different uses of rewards and punishments.

56. Interprets meaning of a pupil's behavior.

57. Seeks information regarding learning methods from teacher to be utilized in helping pupil.

58. Assists teacher in planning appropriate educational tasks for pupils.

59. Suggests ways the teacher can help to decrease pupil's dependence on you.

60. Suggests ways to support pupil's attempts to help himself.

Other types of consultation:

How often do you feel the visiting teacher participates in the following? Please use the same rating scale.

61. Formulation of school policies with school officials (not teachers) regarding rules, regulations, curriculum and extra-curricular offerings.

62. Case conference meetings on particular pupil and/or his family (including siblings) with a group of teachers.

63. Case conference meetings on a particular pupil and/or his family (including siblings) with a group of agency personnel.

64. Group discussions with teachers regarding general classroom management

65. Consultation with relevant persons in crisis situations regarding a particular student.

We know that some one needs to do the following, but should it be the visiting teacher who should be primarily responsible. In other words, how involved should the visiting teacher be as contrasted to some other professional, in attempting the following: (Please use the following categories)

1) Should definitely and solely be a V-T responsibility.
2) Should be, in large measure, a V-T responsibility.
3) V-T should have normal responsibility in the matter.
4) Probably should not be a V-T responsibility.
5) Should be the responsibility of some other specialist.

66. Changing pupil values.

67. Changing pupil's self-perception as a student.

68. Chhnging pupil's role or actions as a family member.

69. Assisting the pupil with daily schedule outside school.

70. Influencing friendships of pupil.

71. Helping pupil change his attitude toward a teacher or situation.

72. Interpreting school rules to pupil.

73. Assisting pupil in understanding how to complete specific educational tasks successfully.

74. Assisting pupil in identifying appropriate additional assistance.

75. Motivating pupil to seek additional assistance.

76. Helping pupil establish contact with someone who can assist him.

77. Helping pupil sustain relationship with other assisting person(s).

78. Helping pupil apply assistance he is receiving from others to problematic areas.

79. Planning staged experiences for pupil to assist in transition from one environment to another (e.g. change from one elementary school to another; or from elementary to junior high; or junior high to senior high).

80. Helping teachers develop techniques for setting limits on pupil's classroom behavior.

81. Helping teacher with techniques for developing better relationships with pupils.

82. Providing relevant information about pupils.

83. Obtaining information about pupil's problematic behavior in the classroom.

84. Relating recent behaviors to past behavior of pupils.

85. Pointing out positive aspects of a pupil's behavior in other situations.

86. Pointing out positive aspects of a pupil's behavior in this classroom.

87. Suggesting different uses of rewards and punishments.

88. Interpreting meaning of a pupil's behavior.

89. Seeking information regarding learning methods from teacher to be utilized in helping pupil.

90. Assisting teacher in planning appropriate educational tasks for pupils.

91. Suggesting ways the teacher can help to decrease pupil's dependence on you.

92. Suggesting ways to support pupil's attempts to help himself.

93. Which of the categories below best picture the tested IQ level of all children worked with by the visiting teacher this year?

1) None above 100 IQ
2) 5 to 10% above 100
3) 11 to 20% above 100
4) 21 to 30% above 100
5) 31 to 40% above 100
6) 41 to 50% above 100
7) 51 to 60% above 100
8) 61 to 70% above 100
9) More than 70% above 100

94. Many times visiting teachers express feelings about how they are perceived by other school personnel. Which of the following categories below describe how you feel visiting teachers in your school district are viewed. (Fill in as many as apply).

1) Too permissive
2) An iterinent worker moving from building to building.

(Continued on next page)

3) Spends too much time on recording andpreparation.
4) An intruder in educational institutions.
5) Always on the side of the pupil.
6) A secondary service within the school system.
7) Not able to understand the teacher's classroom management problems.
8) Should get children to conform to the organizational requirements of the school.
9) Other

ESSAY SECTION

What do you feel is the most difficult and least satisfying aspect of visiting teacher work?

What innovations do you feel the visiting teacher service in your building should introduce (How would you improve the service)?

What is the major reason that you feel that these innovations are necessary?